**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Lesson Plan for Kindergarten Envisions Comparing Numbers lesson 9-8:  Aug. 10, 2011 By Mary Susan Johnson and Suzanne Harris | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Ask the children what is really heavy. Collect responses | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Build background knowledge and vocabulary: more than, less than, weighs, weight.  Talk about which weighs more desk or a chair, toys that are lighter or heavier.  Ask how they know, what were their experiences, how could they find out? | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Make predictions, make connections with background knowledge.  Model how to use the scale to compare objects.  Display objects. Model with scales which weighs more.  Let children take turns choosing objects. Make predictions to a partner.  Test their predictions and then report to a partner using correct vocabulary. Partner asks “How did you know/”  Break into groups and let children gather objects and make predictions.  Put items in scales to discover which is heavier or lighter. | |
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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
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| **Independent Practice: Abstract (15 minutes) during centers** |
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| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Informal assessment: Show different objects and ask them which weighs more. They use thumbs up thumbs down to vote.  Make note of children who are still struggling with vocabulary. |